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ABSTRACT

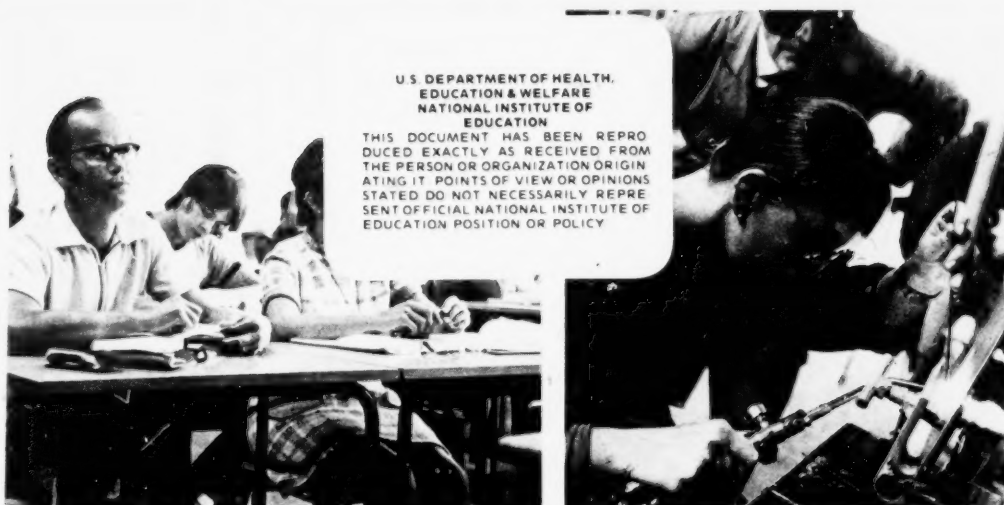
A booklet describing the current status of adult education in Sweden is presented. The forms of adult education discussed include: labor market training, educational associations, folk high schools, national and municipal adult schools, educational broadcasts produced by the Committee for Television and Radio in Education, and the study programs of the central trade union confederations and their affiliated national unions. These forms are those which receive subsidies from the national government. A picture of educational reform is also given. (Author/CK)

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Adult Education in Sweden

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Government-subsidized
Adult Education in Sweden

by BERNDT JOHANSSON

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Introduction

The purpose of this booklet is to describe the current status of adult education in Sweden, as well as to provide a picture of the reforms being undertaken and planned in this field.

A wide range of adult education is available in Sweden. The forms of adult education discussed in this booklet include labor market training, educational associations, folk high schools, national and municipal adult schools, educational broadcasts produced by the Committee for Television and Radio in Education, and the study programs of the central trade union confederations and their affiliated national unions. The forms of adult education discussed here are, in short, those which receive subsidies from the national Government budget and which are likely to be of interest to readers both inside and outside Sweden. There is, however, only a brief discussion on pages 38—39 of the new system by which adults lacking the formal requirements have been given increased access to university-level education.

We should also mention that extensive adult education programs are carried on within business organizations, the Swedish Employers' Confederation and the producer and consumer co-operative movements. Large numbers of people also take part in correspondence courses. In addition, a broad program of internal education exists within central, county and municipal authorities.

Various Forms of Government-subsidized Adult Education

Labor Market Training

The term labor market training refers to adult education which is provided for reasons of employment policy and which qualifies for a study grant from the National Labor Market Board. The purpose of this training is to make it easier for unemployed persons and persons in danger of becoming unemployed as a result of economic change to perform new tasks. Another aim is to give handicapped persons and others who have difficulty in obtaining permanent employment the kind of training which can solve their employment problems. Apart from combatting unemployment, labor market training is designed to ease the process of structural change and to remedy acute labor shortages in certain occupations. Labor market training also plays an important part in smoothing out seasonal and cyclic fluctuations.

One basic qualification for labor market training is that the applicant must be unemployed or in danger of becoming unemployed. He or she must also be at least 20 years old and must seek employment through the Employment Service. Each course of training has to be planned in consultation with the Employment Service and must be calculated to lead to permanent employment which would otherwise be unobtainable. Exemptions from the minimum age rule are granted to handicapped persons, unmarried mothers, refugees and others.

The unemployment criterion does not apply e.g. to training for occupations where there is a shortage of skilled labor. During the fiscal year 1971—72 almost 3,000 persons received training of this kind.

A great deal of labor market training takes the form of specially arranged courses. These are planned jointly by the National Labor Market Board, the National Board of Education and employers' and employees' representative associations. The National Labor Market Board determines the scope and

location of training, the recruitment of participants and the disbursement of their training grants, while the National Board of Education is responsible for administration and teaching.

During the fiscal year 1971—72, 101,560 persons embarked on labor market training courses. Of these, 51% attended the specially arranged courses held by the National Board of Education. These courses are divided into (1) re-training courses providing basic training for a new trade, (2) continuation courses providing the participants with training in their own sectors, and (3) beginners' courses for young persons. Refresher courses in certain occupations are arranged for those who were previously employed and now wish to resume active employment. The courses run by the National Board of Education can last for anything between a few weeks and two years.

Of those whose training began during the fiscal year 1971—72, 23% underwent training within the regular educational system while 13% were trained within individual companies. Others received alternative forms of training sponsored by public institutions, educational associations, correspondence institutes, etc.

Examining which occupations were chosen by men and by women who began their labor market training during the fiscal year 1971—72, we note that about 10% of the women received training in the health service field, about 18% in office work, slightly over 16% in municipal "home help" services, and 10% in manufacturing industry. Of the men, 13% received training in technical or scientific work, 43% in manufacturing industry and 5% in office work.

These training programs were first undertaken on a large scale as a result of the recession which hit Sweden in 1957—59. During the current fiscal year, 1972—73, about 120,000 persons are involved in the labor market training program.

In the autumn of 1969, a number of "general" subjects were introduced into the curriculum of the industrial and handicraft courses on an experimental basis. The experiment involved mathematics, physics, chemistry, Swedish, English and social studies. The idea was to provide a supplementary general education to participants in labor market training, whose educational background is usually only equivalent to the old six- or seven-year Swedish primary school.

These experiments have yielded such satisfactory results that the National Board of Education and the National Labor Market Board (AMS) have jointly decided that courses in general subjects will henceforth be a regular part of the labor market courses provided at all AMS training centers. For this reason, the training period at these centers will be made eight weeks longer.

Since 1 December 1970, the *Nordkalott Center* located near the Arctic Circle in Övertorneå, Sweden, has been conducting an international experiment by

offering labor market training to people from Finland, Norway and Sweden. During the fiscal year 1971—72, 150 persons took part in this program. The costs are shared by all three countries, as provided by a special agreement.

Popular Education and the Rise of the Educational Associations

The educational associations have their most important roots in the socially-conscious popular movements which emerged in Sweden during the late 19th and early 20th century. Among these were the labor, temperance, consumer co-operative and non-conformist church movements. In its early days, popular education work was modest in scope and often assumed improvised forms. It was partially inspired by the liberal, philanthropical education movement that played such a predominant role in Swedish life during the mid- and late-19th century. But popular education differed from the earlier liberal education movement in its ties to the popular movements (most importantly the temperance and labor organizations) and in its autonomous character. Popular education had two main motives: to create favorable conditions that would enable the popular movements to achieve results consistent with their aims and aspirations, and to help raise the educational level of those large sectors of the population suffering from the greatest educational handicaps.

During the first two decades of the 20th century, popular education became one of the major concerns of the popular movements and other large interest organizations. This period saw Swedish popular education assume the characteristic organizational profile it still retains today. The temperance movement was the first to develop special affiliated organizations to operate its study and course program. It was also within this movement that the most important form of Swedish adult education, the study circle, developed.

In 1912, the first independent educational association was formed: the Workers' Educational Association (*ABF*). *ABF* was established on the initiative of the labor unions, the Social Democratic Party and the consumer co-operative movement, thereby expressing in organized form the cultural and educational aspirations of these popular movements. To some extent, *ABF* has served as a model for the administrative structure of the other educational associations.

As of September 1972 there are ten such educational associations:

Workers' Educational Association (*Arbetarnas bildningsförbund* or *ABF*)

Folk University (*Folkuniversitetet* or *FU*)

Free Churches' Education Board (*Frikyrkliga studieförbundet* or *FS*)

YWCA-YMCA Educational Association (*KFUK-KFUM:s studieförbund*)

Educational Association of the Temperance Movement (*Nykterhetsrörelsens bildningsverksamhet* or *NBV*)

Study Promotion Association (*Studieförbundet* or *Sfr*)

Citizens' Educational Association (*Studieförbundet Medborgarskolan* or *Mbsk*)

Adult Schools Association (*Studieförbundet Vuxenskolan* or *SV*)

Educational Association of the Swedish Church (*Sveriges kyrkliga studieförbund* or *SKS*)

Salaried Employees' Educational Association (*Tjänstemännens bildningsverksamhet* or *TBV*)

As we have mentioned, the educational associations are affiliated to various national organizations and popular movements. ABF, for instance, is associated with the labor unions, the Social Democratic Party, the co-operative movement and certain organizations for handicapped persons. The Citizens' Educational Association is affiliated to the Conservative Party and its related organizations. The Adult Schools Association is likewise connected with the Center Party and the Liberal Party and their respective youth and women's organizations. The Study Promotion Association is associated with a number of organizations for the promotion of outdoor activities, hunting, riding, agriculture, animal protection, etc. Two of the educational associations are affiliated to religious organizations: the Educational Association of the Swedish Church with the Lutheran State Church of Sweden and the Free Churches' Education Board with the majority of the non-conformist Protestant churches and societies active in Sweden. The Salaried Employees' Educational Association is affiliated to the Swedish Central Organization of Salaried Employees. One educational association, the Folk University, is not affiliated to any popular movement at all, but instead has certain links with the universities and professional colleges.

The 24 county educational associations can also be classified as adult education organizations. A county educational association usually works within one county and functions mainly as a co-ordinating agency for the regional units of the various educational associations, as well as for the folk high schools, libraries and other cultural institutions located within the county. County educational associations arrange courses and lectures, frequently in collaboration with other educational organizations; they sponsor exhibitions, concerts, theatrical performances and other cultural activities with the co-operation of clubs and organizations located in the county.

Lectures and study circles have always been predominant among the nu-

merous activities pursued by the educational associations. Public lectures played a very important part in the early development of these associations. Over the years, lectures have largely succeeded in retaining their importance in Swedish popular education. Modern mass media have thus not made public lectures obsolete. Today these lectures have assumed a different role, serving mainly as a supplement to the work of study circles and courses. In recent years, the various adult education organizations have sponsored 25—30,000 hours of public lectures annually. Of these, the independent educational associations arrange about 60% and the county associations the rest. The two most frequent subject areas for these public lectures are social studies (including political science, international affairs, labor market issues and economics) and aesthetics (including literature, art, theatre and music).

Study circles are the most important activity pursued by the educational associations and virtually dominate their programs. As previously mentioned, study circles developed and grew up within the popular movements. If we include study circles in Swedish for immigrants, the total number of study circles in Sweden is slightly over 200,000 a year. These circles have more than 2 million participants (in a country of only 8 million people) and put in more than 5.5 million study hours annually.

Study circles are based on the principle of small group activity. The average number of persons in a circle is ten. According to the rules for obtaining Government subsidies, a study circle should have between five and twenty members. By official definition, a study circle is "an informal group which meets for the common pursuit of well-planned studies of a subject or a problem area which has previously been decided upon". In other words, it is a group of people who help each other in their studies in order to achieve a common goal. The leader of the study circle should serve mainly as a moderator of the discussion, not as a teacher, and should above all act as a friend among friends. The working methods used in a study circle are democratic. Its members should be able to discuss and decide upon the aims of the group. They should be able to decide the direction their studies will take, their working methods, the pace of their studies, and everything else related to the work of the circle.

As mentioned above, study circles have expanded very rapidly. Most of this expansion has been for study circles in Swedish, English, mathematics and social studies at compulsory school level (through grade 9), which have recently been given higher priority than other types of circles. During 1970—71, a total of 400,000 people attended 45,000 such high-priority study circles. The distribution of study circles among the various educational associations can be seen in table 1.

Table 1
Study Circles, 1970—71 (including Swedish for immigrants)

	No. of Circles	Participants	Study Hours
ABF	68,291	658,515	1,786,832
BSF ¹	1,375	13,300	35,695
FU	15,370	160,247	473,584
FS	11,239	149,995	252,646
NBV	9,347	84,896	260,763
KFUK-KFUM	1,522	18,914	38,764
Mbsk	24,861	257,262	679,470
Sfr	10,459	84,443	309,131
SV	30,199	265,911	792,285
SKS	10,964	144,286	289,881
TBV	21,877	224,501	655,596
	205,504	2,062,270	5,574,647

¹ BSF = Blue Ribbon Movement Educational Association (*Blåbandsrörelsens studieförbund*), which merged with NBV effective 1 July 1972.

The range of subjects studied is very broad, and the choice of subjects also varies greatly from one association to another. For example, ABF provides about half of all study circles in the two general fields of social science-law and economics-business. The two church-affiliated associations (FS and SKS) together offer about 2/3 of all available study circles in the subject area religion-philosophy-psychology.

The number of study circles in each subject area for all associations combined and for each of the five largest associations can be seen in table 2.

The educational associations do more than organize lectures and study circles. They have always sponsored exhibitions, concerts, plays and other cultural activities, and in recent years these activities have received wider scope. The associations also arrange residential courses, usually located at folk high schools and conference centers, and they arrange group activities for children and teenagers.

The work of the educational associations is financed by central Government and local authority grants, by dues from organizations affiliated to the association, and by the fees that participants pay to attend study circles, lectures and other activities.

Table 2
Study Circles by Subject Area, 1970—71

Subject Area	Total	ABF	FU	Mbsk	SV	TBV
Religion, philosophy, psychology	9,085	1,198	75	150	316	314
Languages	67,827	22,844	11,131	8,243	5,625	12,117
Literature, art, theatre, film	35,042	10,689	2,605	5,836	6,568	2,268
Music	25,683	6,979	342	1,440	1,641	953
History, geography	4,178	1,346	93	384	1,442	49
Social science, law	22,783	12,906	305	1,637	3,830	1,681
Technology, industry, communications	5,126	1,295	86	872	893	817
Economics, business	21,771	8,148	276	2,568	6,427	2,202
Science, medicine, sports	14,009	2,886	457	3,731	3,457	1,476

Government grants cover 75% of the combined costs of salaries for study circle leaders and materials for their courses, up to a maximum of SKr 30 per teacher hour. There is a special supplementary grant of SKr 10 per study hour to stimulate formation of high-priority study circles, whose purpose is to help narrow the existing educational gaps among the population. This grant is intended to cover 100% of the costs of salaries and materials, up to a maximum of SKr 40 per class hour. Instruction in these high-priority study circles should be on a level corresponding to the nine-year Swedish compulsory school. The subjects to be taught are mathematics, Swedish, English and social studies. The higher Government grant is also intended for various study circles where handicapped people can learn sign-language for the deaf, Braille reading and typing and so on. An additional special grant of SKr 5 per study hour is

1 SKr (Swedish krona) = \$0.21 or £0.09

available for administration and direct-contact recruitment activities in connection with high-priority study circles.

Municipal authorities provide grants to the local branches of the educational associations, and county councils provide grants to their district branches. The national associations which represent all municipal authorities and all county councils, respectively, have worked out central recommendations as to the size and form of these grants, but there are none the less considerable variations, particularly when it comes to municipal grants.

University circles constitute a special form of study. Such a circle must meet for a total of at least 48 study hours, divided over a minimum of 16 meetings. University circles are subject to the same rules regarding numbers of participants as regular study circles. To lead a university circle, a person must be formally qualified to teach his subject at a university. Government grants pay 75% of the costs of leader's fees and study materials, with a ceiling of SKr 75 per class hour. Of this amount, no more than SKr 60 may be used for leader's fees. An additional grant is available which covers 75% of the group leader's travel expenses and *per diem* subsistence allowance.

Central Government subsidies to the work of the educational associations during the fiscal year 1972—73 amount to roughly SKr 175 million. This figure includes SKr 165 million for study circles and SKr 9.4 million for administrative expenses and for the educational research and development programs of the associations. The central Government also contributes SKr 2.49 million to public lecture programs.

The annual grants by county councils and by municipal authorities to the educational associations amount to slightly over SKr 100 million.

Folk High Schools

All except a few of the folk high schools are residential. This has far-reaching effects on their activities. The fact that a folk high school is classified as residential does not necessarily imply that all its students live in the college student hostel. Some of them may be boarded out in the surrounding community.

Government grants are paid to 107 folk high schools and to nine branch campuses. These folk high schools can be divided into two main categories: those owned by county councils and those owned by popular movements. The folk high schools owned by various popular movements do not constitute a homogeneous group. The popular movement which operates the school is always heavily represented on its board of trustees. But it is customary to offer one seat on the board to a representative of the county council and another seat to a representative of the municipality in which the folk high school is located.

The aim of the folk high schools is to provide a good general background in the liberal arts, frequently with specialization in a particular field of interest. In recent years, an increasing proportion of those attending folk high schools have done so in order to improve their general education before undertaking some form of further education. Some folk high schools offer specialized programs which in certain cases constitute direct vocational training. Among these are specialized courses in aesthetics (music, theatre, art), mass media and problems of developing countries. There are also specialized courses for youth leaders, study circle leaders and administrators of clubs and organizations. A number of folk high schools also offer programs which prepare students directly for admission to schools of social work and public administration.

Three distinct types of courses are offered at folk high schools: winter courses, summer courses and specialized short courses. The winter courses, which have by far the largest number of students, run for 22—34 weeks, commencing in the autumn. Summer courses run at least thirteen weeks. Specialized short courses must each last a minimum of one week. After attending one winter course, students may return to the same school for a second, more advanced winter course and often to a third-year course as well. During the academic year 1970—71, 100 folk high schools offered first, second and third-year winter courses.

The folk high schools do not have a nationally uniform curriculum. Every school is free to design its own program within the rather broad limits set forth in the Swedish Folk High School Code. The only compulsory subject for all winter course students is music. Otherwise, the Code prescribes only the compulsory subjects for the first-year winter course. These are Swedish, literature, history, social studies, psychology, chemistry and biology. In recent years there have been experiments in abolishing prescribed curricula for the first, second and third years and grouping students instead according to their level of previous knowledge or the part of each subject area they wish to study during the year. In 1970, about 14,300 students attended the long winter courses, while the short specialized courses had about 17,000 participants.

Instruction at the folk high schools is free of charge, but students must pay for room and board, the cost of which varies from SKr 250 to 400 per month. Each student can also expect to spend about SKr 300 per winter course on books and writing materials. Local authorities, clubs and organizations frequently provide scholarships to folk high school students.

A recent Government decree on entrance requirements for higher education has helped clarify the status of folk high schools. Under certain conditions, folk high school courses are regarded as equivalent to grades 7—9 in the compulsory school or grades 10—11 in the secondary school. In other cases, folk high

school students may be eligible to continue directly to a university or professional college. (See page 38 for more on this topic.)

Since the spring term of 1970, the Teacher-training College of Linköping has offered a special two-term program for the training of folk high school teachers. Those admitted to the program include both university graduates and others who — for reasons such as previous teaching experience in the adult education field — are considered capable of completing the course satisfactorily.

National Adult Schools

At the two national schools for adults in Norrköping and Härnösand, whose students come from all parts of the country, instruction follows the standard nationwide curriculum for grades 7—9 of the compulsory school and the curriculum of the new secondary school (except for a few vocational fields of specialization). These schools combine correspondence courses with periods of classroom instruction in the so-called "alternating course" system. Since the spring term of 1968, the Norrköping school has also offered pure correspondence courses which, like the alternating courses, are entirely free of charge. The number of students in the alternating courses at both schools during the academic year 1972—73 is estimated at 2,500, while those taking correspondence courses at the Norrköping school also number about 2,500. Government grants cover the entire cost of teachers' salaries and the salaries of other staff. Government grants also pay the costs of certain equipment and teaching materials. The National Swedish Board of Education is currently undertaking a review of the structure of these national schools for adults.

Municipal Adult Schools

The municipal adult schools offer instruction in accordance with the uniform national curricula for the upper level of the compulsory school (grades 7—9) as well as for the comprehensive secondary school (grades 10—12) and special vocational and technical courses. These programs are mainly offered on a part-time basis. The student can choose either to study a few subjects or all the subjects needed to fulfill graduation requirements at the desired level. Courses are given on an accelerated or "intensive" basis, which means that each student concentrates on one, two or three subjects at a time.

If the adult school in a given municipality has reached sufficient size, it may become eligible for its own administrative apparatus, separate from the regular schools. Such an adult school administration should include a permanently employed headmaster and in certain cases one or more permanently employed directors of studies. When the adult school is housed in the same buildings as regular local schools, there is always a separate director of studies for the adult

school. As of June 1972, 34 of the adult schools were large enough to have their own separate administrations.

To qualify for admission to a municipal adult school, an applicant must be at least 17 years old at the beginning of the term. Applicants to adult courses equivalent to grades 7—9 must be at least 15 years old at the start of the term.

The 1967 school reform, which increased the central Government's subsidies to the municipalities, brought about a rapid expansion of municipal adult schools. During the academic year 1967—68, about 30 municipalities offered secondary-level evening courses to adults, while in June 1972, 335 of the 464 municipalities in Sweden had adult schools. About 275 of these offered courses on both the compulsory-school and secondary levels, while about 20 offered only compulsory-school courses and about 40 only secondary-school courses (special vocationally-oriented programs). It should be noted that those municipalities which have not started adult schools are generally those which lack their own upper compulsory schools (grades 7—9). This level is the lowest at which instruction is offered within municipal adult schools.

During the academic year 1971—72, approximately 38,000 students took part in adult school courses at the upper-compulsory level, and about 120,000 in courses at the secondary level.

Since the spring term of 1971, the Teacher-training College of Stockholm has offered a teacher-training program especially suited for instructors in secondary-level courses at the national and municipal adult schools. The program runs for two terms and about 25 candidates are accepted each term. All or part of the practice teaching term for these teacher candidates takes place in the secondary division of one of the municipal adult schools.

Radio and Television Courses

In the spring of 1967, a Government committee on the use of radio and television in education (the TRU Committee) was appointed. One of its main tasks was to carry out experimental projects in adult educational broadcasting.

The first radio and television courses produced by TRU were shown during the autumn term of 1968. One was a course in English and the other in business administration, both on a secondary-school level. Subsequent courses have covered such fields as mathematics, social welfare, psychology, Swedish, social studies, problems of developing countries, labor market policy and family problems. During the spring term of 1972, TRU programs on radio and television totalled about sixteen hours per week.

The purpose of the TRU programs is to enable adults to engage in independent study at home using textbooks published in connection with the programs. TRU collaborates with other adult education organizations. For example,

the municipal adult schools offer classroom instruction directly linked to the TRU courses, and the educational associations offer study circles on a similar basis. There is also collaboration with correspondence schools.

The TRU Committee has published a report summarizing its adult education projects from autumn 1968 through the autumn term of 1971. Among other things, the report points out that studies undertaken to determine the number of persons participating in all or part of the TRU courses consistently indicate that television, as expected, is the medium that reaches the largest numbers of people. In the autumn of 1970, for instance, an average of about 620,000 Swedes watched the television programs that were included in the course "We Call Them Developing Countries". About 225,000 people watched the course called "Mathematics Revisited", while the corresponding figure for the course on "Labor Market Policy" was about 70,000. The textbooks for the latter two courses sold 7,600 and 6,800 copies respectively during the same period. During 1970 and 1971, the number of study circles held in connection with "We Call Them Developing Countries" was 49. There were 68 study circles in connection with "Labor Market Policy" and 840 in "Mathematics Revisited". During the autumn of 1971, an average of 550,000 persons watched the television programs in the earth-science course "Tellus". Preliminary figures indicate that the first of the four workbooks in the series sold about 40,000 copies.

In addition to the work of TRU, the Swedish Broadcasting Corporation (*Sveriges Radio*) has produced adult education courses for many years in subjects such as languages. In recent years, they have also broadcast courses in Swedish for immigrants.

Study Programs Run by Central Trade Union Confederations and Their National Member Unions

The Swedish trade unions sponsor educational activities for their members through local study circles or equivalent methods, as well as through residential courses arranged on a national and regional basis. Local studies are run by the trade unions in close collaboration with the local and regional branches of ABF and TBV, the two educational associations with ties to the trade union movement.

The Swedish Confederation of Trade Unions (LO)

LO is the largest trade union organization in Sweden with a total membership of approx. 1.7 million. Twenty-five national trade unions are affiliated to LO. In Sweden, unlike the majority of other countries, salaried employees have their own unions.

The study programs run by LO and its national unions (representing mostly

blue-collar workers) are mainly intended to provide union members with general education, but they are also designed to fulfill the great demand for well-trained union officials on various levels. LO and its member unions have agreed on a division of labor by which the national unions are responsible for running the short, basic study programs while LO concentrates mainly on the longer study programs in industrial relations, as well as specialized courses.

The oldest and most advanced of the general courses arranged by LO is the so-called three-month course, nowadays also referred to as the main union course. The most important subject in this course is economics; the course also includes union matters, social studies, social welfare, social psychology, Swedish and mathematics. The other type of long course, the so-called six-week course, allows more time for general union matters, but here too, economics is the main subject. Other subjects included are social welfare, Swedish and mathematics. The general courses for union officials last two weeks and deal primarily with the practical work of running a local union, while also providing an introduction to economics and other subjects.

The various specialized courses offered by LO are mainly intended to provide basic introductions to particular subject areas, for example industrial safety, joint works councils at the company level, internal union communications and publicity work. The courses last two weeks and are intended for industrial safety supervisors, employee representatives on works councils, and so forth. LO also offers a number of two-week courses intended especially for immigrants.

The bulk of the study courses offered at the national level are arranged by LO-affiliated unions. Their size naturally varies depending on the size of the particular union. The unions offer both general and specialized programs (for example, in industrial safety or negotiating techniques).

The study program offered by LO is operated by an administrative board consisting of representatives from LO and its member unions. In 1971, the LO schools and the national unions offered a total of 352 courses to 10,346 participants. These courses ranged from one week to three months in length. They included the following eleven categories of courses: basic union matters, intermediate union matters, six-week union course, union officials' course, main union course, industrial safety, production engineering, works councils, English terminology in the social sciences, course for treasurers and auditors, and advanced union matters. There are no available statistics on the number of shorter courses and conferences arranged by LO and its member unions during 1971, but the total number of participants was somewhere around 30,000. In addition, LO collaborated with ABF and the Swedish Correspondence School during 1971—72 in a large-scale adult education project in which about 75,000 persons learned about industrial relations in study circle form.

The LO National Congress in 1971 dealt with a dozen or so members' motions on trade union study programs. The Congress approved a proposal by the LO General Council to appoint a special group to investigate ways in which LO and its affiliated unions should plan and administer their study programs.

The Swedish Central Organization of Salaried Employees (TCO)

TCO, with a total of some 800,000 members, is the largest association of salaried employees in Sweden. Twenty-three national unions are affiliated to TCO.

The aim of the study programs sponsored on the national level by TCO is to supplement the educational projects of the various TCO-affiliated unions of white-collar workers. TCO has therefore concentrated on those educational needs which all its member unions have in common.

The longest TCO study program is the so-called one-month course. Half of this course is devoted to union issues, and the other half to subjects such as economics, social welfare and labor market policy. TCO also arranges a number of special courses each year, providing advanced training in various fields.

The study programs run by TCO-affiliated unions on a national level include courses of both a general and specialized nature. The size of these study programs varies considerably between large and small unions. In general, however, most TCO unions offer one course intended for members without union training and who are not union officials. Other courses are determined by topical issues within each union. Generally speaking, there is a growing need for training opportunities for permanently employed TCO union officials.

The TCO study program on union matters can be subdivided as follows:

1. Basic union courses, mainly intended for new and/or young members.
2. Advanced course on union matters, intended for those who have completed the basic courses and for those who have become union representatives.
3. More specialized advanced courses on union matters, intended for those union representatives who have attained or can be expected to attain positions of greater responsibility.

Study programs on union matters sponsored by TCO unions are usually planned by an educational organizer, who in most cases also has other union functions. In 1970—71, TCO and its national unions sponsored 48 courses of one week or more in length (51 course weeks altogether) with a total of 1,382 participants. TCO and its member unions also carry on an extensive program of

short courses and conferences. In 1968 they offered 199 of these, with 466 course days in all and a total of 5,940 participants.

There are three smaller trade union confederations: the Swedish Confederation of Professional Associations, the National Federation of Government Officers and the syndicalist Central Organization of Swedish Workers.

These organizations offer only short courses. The structure of their study programs does not diverge to any great extent from that of LO or TCO, as described above.

Given the data in Appendix 2 and excluding radio and television courses, we can reasonably assume that the total number of people taking part in the adult education programs described in this chapter is about 2.33 million per year.

Recent Legislation

The 1972 Government Budget Bill

The 1972 Government budget bill attaches high priority to adult education, particularly those programs mainly intended for people with limited schooling.

Government appropriations for study circles and for the administrative and educational research expenses of the educational associations are raised from SKr 138.9 million to SKr 174.4 million. Appropriations for municipal adult schools are SKr 165 million in the new budget. Government grants to trade union study programs on a national level have been set at SKr 7.5 million. The folk high schools will also receive increased funds: five new positions are being created for remedial teachers in the folk high schools, and the Government appropriation for these schools is being raised from SKr 111 million to SKr 126 million. The appropriation for the national adult schools in Norrköping and Härnösand will total about SKr 7 million for the fiscal year 1972—73. Adult education activities via radio and television have reached considerable dimensions. During the fiscal year 1972—73, about SKr 18 million will be spent for this type of broadcast work.

During the fiscal year 1971—72, total central Government spending for adult education in Sweden amounted to SKr 437.2 million. Spending for this purpose during the fiscal year 1972—73 is estimated at SKr 523.1 million. The figures cited here are those appearing in Title VIII (Ministry of Education) of the central Government's annual budget. But the category of adult education that has perhaps been of greatest importance thus far, namely labor market training, appears in another title of the Government budget, that belonging to the Ministry of Labor and Housing. Labor market training will cost the Swedish taxpayers SKr 779.5 million during the fiscal year 1972—73. If we add this to the SKr 523.1 million listed under the Ministry of Education, we reach a total figure of about SKr 1,303 million for adult education during the fiscal year

1972—73. This sum comprises more than 10% of total expenditures for educational purposes in the Swedish Government budget.

We should also mention that the sums listed under the Ministry of Education estimates do not include funds provided for financial aid to students in the form of grants and loans.

**Government Bill on Certain Measures in the Field of Adult Education
(1967:85)**

The main purpose of this bill was to expand the opportunities for each individual to take part in education. The bill has come to represent the starting point of the recent drive to improve adult education in Sweden. Briefly, this initial adult education program included the following provisions:

- a) Part-time studies for adults, based on the curriculum of the upper level of the compulsory school (grades 7—9) and the curriculum of the secondary school (grades 10—12) were initiated. These classes would be free of charge and would be administered by the municipalities with grants from the central Government. The buildings, equipment and teachers used by the regular school system were thus made available to adults as well.
- b) Greater use would be made of radio and television in educating both adults and children. This work would be directed by a special Committee on Television and Radio in Education. The Committee was given the task of investigating the potential for educational broadcasting while at the same time starting its own production of educational programs.
- c) Appropriations for the educational associations were increased, partly by raising the Government grant for each study circle from SKr 15 per hour to SKr 20. As earlier, this grant was not to exceed 75% of actual outlays for study circle leaders and course materials.
- d) Certain improvements were introduced in nationally-recruited adult education (i.e. the national adult schools at Norrköping and Härnösand). For example, students who carry on their studies entirely by correspondence were given the opportunity to study at the school in Norrköping, beginning in the spring of 1968.
- e) Lastly, steps were taken to draw a clearer line between study circle programs and municipal adult schools.

Government Bill on Increased Grants for Adult Education (1970:35)

This bill contained proposals for increasing Government subsidies to the educational associations and for providing subsidies to trade union study programs on the national level. The bill also proposed certain improvements in the system of subsidies to the municipal adult schools.

The bill was very important because it was the first time the Government directed all the resources at its disposal toward education of people with limited schooling. In other words, adult education was the field where, for the first time, the Government actively set out to help those groups in Swedish society who were most in need of education. In this way, adult education has become significant in the wider context of public discussion on the issue of whether educational activities are capable of bringing about greater social equality.

In its deliberations on the bill, Parliament approved the report of the Standing Committee of Supply, which signified that Parliament endorsed the statement made by Sven Moberg, the Minister responsible for adult education, in presenting the bill.

The following is an excerpt from the text of the Minister's statement which is part of the bill itself:

"Education is an important means of changing the society we live in. It is of decisive importance for the economic and social status of the individual, for his job satisfaction and his potential ability to exert an influence on his working environment.

"Education also affects people's mutual relations and contributes to the creation of common values, which are prerequisites for the realization of social equality. Education is vital to the improvement of the quality of democracy. It can enhance the individual's interest in social issues and his opportunities for partaking in the cultural life of the nation.

"During the past few decades, the Government has invested considerable sums of money in the field of education and culture. A nine-year compulsory school system has been introduced for all children between 7 and 16. The secondary schools now have the capacity to admit 85—90% of all 16-year-olds and a high percentage of these youngsters then go on to some form of college or university education. At the same time, the opportunities for adult education have gradually been increasing. One consequence of the educational explosion, however, has been the development of a considerable gap in educational levels between the younger and older generations.

"Over half of those who are gainfully employed today have had the benefit of only six or seven years of formal schooling. The disparity in education between the younger and older generations makes it difficult for many older

people to hold their own on the labor market. There is also a risk that it may help bring about intergenerational conflicts.

"To reduce the educational gap and counter the growing isolation between generations, public investments in the field of adult education must be increased. But many young people, too, have inadequate formal schooling, because the nine-year compulsory school will not be in full operation in all municipalities until 1972—73. Furthermore, adult education is an important instrument in the policy of full employment pursued by the Government, and a further link in our effort to build up an educational system without dead ends. In our changing society with its rapid accretion of knowledge, adult education offers a means for those who have completed their basic education to supplement it and update it. In the future, there will be even greater demands for a system of education that provides a continuous alternation between periods of education and work.

"Today we have several different forms of Government-subsidized adult education. The study circles attract roughly a million participants each year. In Norrköping and Härnösand there are national schools for adults, which mainly offer correspondence courses. About 250 municipalities have their own adult schools. Another form of education is labor market training, in which experiments are being conducted this year in offering general subjects at an upper compulsory-school level. The folk high schools also provide important study opportunities for adults. The TRU Committee is conducting experiments in the use of educational radio and television at different levels. During the spring term of 1970, total radio and television transmission time of TRU programs was about 18 hours per week. During the autumn term of 1970, one evening per week on the second television channel will be devoted entirely to TRU programs.

"The Swedish Broadcasting Corporation also produces adult education programs. During the coming academic year, both the Swedish Broadcasting Corporation and TRU will conduct special campaigns to create interest among immigrants for adult education programs on radio and television.

"The opportunities for adults to pursue post-secondary studies have increased in recent years. I have previously referred to current experiments to allow more flexible entrance requirements for studies in certain subjects at the undergraduate philosophical faculties¹ of the universities. Further experiments are now in progress, involving admittance of adult students without the usual formal qualifications into vocationally-oriented courses offered by the univer-

¹ The philosophical faculties are three in number, namely the liberal arts faculty, the social sciences faculty and the mathematical and natural sciences faculty.

sities. Other opportunities for study are offered by the university extension services.

"I would also like to point to my comments in this year's Government budget bill to the effect that the courses financed under the appropriation for decentralized university-level education ought to be structured in such a way that adult students can take greater advantage of them. At the same time I reported on a proposal by the 1968 Educational Commission (*U 68*) for starting experiments on different techniques for making higher education more widely available. On 30 January 1970, the Office of the Chancellor of the Swedish Universities was directed to draw up plans for these experiments and submit recommendations to the Government regarding their structure.

"The types of schools presently open to adult students are the result of a gradual evolutionary process. The folk high schools and the educational associations are the oldest forms of adult education in Sweden, while the municipal adult schools came about in their present form as a result of the Adult Education Act of 1967. One of the most important and difficult problems now remaining is to build up a system of financial aid especially suitable to the needs of adult students. The Committee on Financial Aid to Adult Students (*SVUX*) is currently examining these problems.

"Today there is a noticeable tendency for the relatively young and well-educated to be the first to take advantage of adult education. In future reform work it is important that we take into consideration the danger that the educational gap will grow even wider, because those who have the poorest schooling are never given a real chance to benefit from the ample opportunities available for adult education. It is therefore imperative to find ways of reaching those who are weakly motivated to participate in studies. The experimental project proposed by LO and ABF, which I previously summarized, may help solve this type of problems. After authorization by the King in Council on 23 January 1970, I have appointed a panel of experts to head the project. The purpose of the project will be to investigate the reasons why people with brief formal schooling do not utilize existing adult education opportunities. The project will include study circles for people who have not previously attempted to fill the gaps in their education by studies within the regular school system, the educational associations or the like. Experiments will be conducted to determine the effects various types of economic subsidization have upon recruitment. The project will be designed in such a way as to assure adequate observation and evaluation of the effects of different measures. I propose that the necessary funds for this project be appropriated for the fiscal year 1970—71 from the reserve funds for Commissions, etc. under Title VIII (Ministry of Education). I would like to mention that a similar project, on a smaller scale, was carried

out during the autumn term of 1969 by TRU, ABF and the Swedish Factory Workers Union in connection with the TRU course "Mathematics Revisited". This project indicated that it is possible to convince people with poor schooling to participate in adult education through well-developed promotional activity."

Steps Taken as a Result of the Bill

The first step was to try to improve the position of the educational associations as compared with the municipal adult schools.

For people with little formal education, the study circle technique, used by the educational associations, is more attractive than the rather school-like atmosphere of municipal adult classes. The structure of the educational associations makes it easy for them to extend their activities into clubs and workplaces. Subsidies to study circles were therefore greatly increased, and these subsidies were designed in a way that encouraged creation of more study circles for people with little formal schooling. The maximum subsidy to study circles was raised from SKr 20 to SKr 30 per study hour, of which a maximum of SKr 24 could be used to help pay the study circle leader's salary.

But to reach the most disadvantaged groups, special measures were regarded as necessary. A supplementary grant was therefore made available for study circles aimed at these disadvantaged groups. It amounted to SKr 10 per study circle hour and could be used both for group leader salaries and for subsidizing study materials.

The purpose of the supplementary grant was to reduce the out-of-pocket costs per student and thereby make it easier for people to take part in study circles especially designed to help eliminate educational gaps. The supplementary grant is thus available for study circles that concentrate on some of the main subjects taught in the compulsory school and where the level of instruction is no higher than grade 9. These subjects are Swedish, English, mathematics and social studies. The fact that priority is being given to the same subjects and the same level of instruction as in the compulsory school does not imply that the adult study circles must exactly follow the curriculum of these schools.

The next step was to start giving Government subsidies to the study programs of the trade union confederations and their affiliated unions on the national level. The main reason for doing this was that the educational programs undertaken by these organizations are aimed largely at groups with limited schooling.

To qualify for such a grant, a residential course must be at least one week long. If this requirement is fulfilled, the grant that is paid will cover costs of instruction, travel, and room and board. The grant for costs of instruction, which includes instructors' salaries and study materials, may not exceed SKr 100 per student per week, with a maximum of 35 students. In other words, the

highest possible grant for these purpose is SKr 3,500 per course week. The travel grants that are paid amount to one-half of actual costs. The Government pays room and board grants at a uniform rate of SKr 30 per student per day.

To qualify for such grants, courses must include a "reasonably large share" of general subjects. These include social studies, economics, psychology, Swedish, mathematics and production engineering. Specialized courses in subjects such as works council issues, industrial safety, business administration and working environment issues are also eligible for grants. Subjects like wage policies, negotiating techniques, contract questions and the structure of labor unions are eligible for grants provided the courses are of a fairly broad, general nature. On the other hand, if they are limited to the internal needs of the sponsoring organization or union, they are not regarded as general courses.

The Adult Education Bill of 1970 raised Government subsidies for individual tutoring and for educational and vocational counseling within the compulsory-school division of the municipal adult schools from 13% of total teaching hours to 25%. This action was intended to attract an even larger number of adult students to take courses at this level, thereby increasing the proportion of students with short or incomplete formal schooling within the municipal adult schools. The additional hours covered by the counseling grant should be used for supplementary instruction of students who have had only six or seven years of schooling and who are lacking in proper study techniques. This type of extra tutoring was considered a better way of dealing with their special study problems than a simple increase in the total number of teaching hours at these schools.

A special Government-appointed Committee on Methods Testing in Adult Education (*FÖVUX*) was given the task of initiating an active recruitment campaign using direct personal contacts with prospective adult students. This work was aimed at people who had received only six or seven years of schooling as children and whose working conditions made it difficult for them to carry on studies on a regular basis given the types of study currently available. (See more on this topic on page 45.)

Government Bill on Adult Education (1971:37)

This bill states that the municipal adult schools are formally open to everyone, but that experience has shown that large groups of people encounter serious obstacles to participation. Adult education still does not reach those who are in greatest need of it. Given this situation, it would appear desirable for the central Government to play a larger role in the continued expansion of the municipal adult schools. Available resources must be directed to a greater extent toward

those who are educationally most disadvantaged. In brief, the Adult Education Bill of 1971 includes the following:

- a) Higher priority for courses at compulsory-school level (grades 7—9) and more active efforts to recruit students. In future, applicants will be admitted to courses at this level if they have less than nine years of schooling or have nine years of schooling but need to repeat one or more subjects. At secondary school level, the number of course hours will be allowed to increase by 10%.
- b) Greater attention must be paid to the process of admitting students to adult education. Each municipality is therefore being asked to establish a special admissions board. A Government subsidy amounting to 2% of the existing subsidy for teachers' and administrators' salaries is being made available to the municipalities to cover costs of admissions processing and the like.
- c) Certain improvements are aimed at helping municipal adult schools in thinly populated areas. The bill lowers the minimum number of students required to start a course from twelve to eight. The Government is also beginning to pay *per diem* and travel allowances to leaders of study circles and to teachers in municipal adult schools. The Government is taking steps to allow teachers in the regular school system and working in thinly populated areas, to count their teaching hours in the municipal adult schools as part of their regular teaching duties.
- d) The bill also deals with certain aspects of financial aid to students. From now on, part-time students will be eligible to receive study funds.

Government Bill on Adult Education (1972:26)

This bill will add about SKr 86 million to the current annual Government subsidies to adult education through the Ministry of Education. In recent years, reforms in adult education have chiefly aimed at making it easier for people with brief or inadequate schooling to raise their educational level. This year's Adult Education Bill may be regarded as a further step in the same direction. In brief, the bill contains the following:

- a) Two years ago a special supplementary grant of SKr 10 per class hour was introduced for study circles on the compulsory school level in Swedish, English, mathematics and social studies. These so-called high-priority study circles are a very important instrument for meeting the needs of people who once had

few educational opportunities in their youth. Given this fact, an additional grant of SKr 5 per class hour will now be made available to high-priority study circles to cover the costs of administration and recruitment campaigns on a direct-contact basis.

b) To help lower the course fees for physically handicapped study circle participants who require special teaching materials, an extra grant of SKr 200,000 will be made available for production of such teaching materials.

c) The bill summarizes the experiments in direct-contact recruitment work carried on by the Committee on Methods Testing in Adult Education. The experience of the Committee indicates that the project period should be extended, so that sufficient data on the educational situation of persons with little schooling may be gathered to provide a basis for systematic action. The bill makes funds available for continuing the experimental project during 1972—73.

d) A maximum of 40% of the standard supplement for educational counseling and related purposes within the municipal adult schools may be used in the future to pay the salaries of full-time or part-time educational and vocational guidance counselors.

e) Additional improvements are being made in the municipal adult schools. In many towns with a high proportion of shift workers, it has been difficult to recruit a sufficient number of students who are off work at the same time. One hundred courses each with a minimum of eight participants are therefore being arranged on an experimental basis in towns where shift work is very common and which either have their own secondary school or are not included in areas receiving other subsidies as part of the Government's regional labor market policy.

f) Proposals regarding educational research and development are also discussed in the bill. Increased funds should be appropriated to pedagogical development work in the adult educational field. According to the bill, a suitable level for these efforts during the academic year 1972—73 should be SKr 2 million.

g) Finally, the number of members of the Council on Teaching Methods within the National Board of Education is being increased from 6 to 7, so that the council can devote greater attention to matters of teaching methodology in adult education.

Financial Aid to Adult Students

The adult education programs arranged by the central Government and the municipalities are free of charge. In some municipalities, students also receive free textbooks and other course materials.

The Study Assistance System

Students at municipal adult schools, national adult schools, folk high schools and certain other schools are eligible to receive Government study assistance to help cover normal living costs and other outlays during their period of study.

This study assistance is paid to younger students (those under 20 at the start of their current school year or course) in the form of study allowances of SKr 110 per month, room and board supplements of SKr 125 per month, travel supplements of SKr 65—130 per month, an income-tested supplement of no more than SKr 75 per month, and in certain cases a means-tested supplement of SKr 90 per month. Older students (over 20) receive a higher study allowance: SKr 175 per month, but they are ineligible for any supplements. These allowances and supplements are not repayable.

In addition to the above outright grants, younger students can also borrow a maximum of SKr 4,000 per academic year (4,500 if living away from home) and older students can borrow a maximum of SKr 6,500 per academic year, provided their period of study is at least 10 months long. Full-time students who are responsible for care or support of children under 16 years of age are eligible for larger study loans. Interest accrues throughout the duration of these loans. Amortization generally has to begin during the third year after the recipient completes his or her studies.

In order to qualify for the study allowance and the various supplements (younger students) or for the increased study allowance without supplements (older students), a person enrolled at a municipal adult school must be a full-time student. In other words, he studies at the same rate as a pupil in regular school. Each subject studied is assigned a number of points according to a special system. A student who earns at least 85 points per term is eligible for a study allowance, this generally entails studying three subjects simultaneously.

The Study Funds System

Financial assistance to university-level students is paid under an entirely separate program called the study funds system. Study funds comprise a non-repayable study grant of up to SKr 875 per term and repayable study funds at present amounting to SKr 4,095 per term. Repayment is effected two years after the last receipt of study funds. Study funds are index-regulated.

Parliament has also approved a Government bill concerning financial aid to students, introduced in March 1972, under which starting in the fiscal year 1973—74 and thereafter, all students over 20 years old will be included within the study funds system. Those most immediately affected by the change-over will be persons over 20 who study full-time at folk high schools and at municipal adult schools. At present, these adults are included within the study assistance system, but in the future they will receive financial aid on the same basis as students at the universities and professional colleges, i.e. in the form of study funds.

Allowances for Labor Market Training

Special regulations apply to labor market training. A basic allowance is paid for living expenses; the maximum is SKr 625 per month for married or common-law married students and SKr 575 per month for others. In addition, there are rent supplements, *per diem* allowances, children's allowances and special allowances. The *per diem* allowance in the case of training away from the person's home town amounts to SKr 350 a month for married persons and SKr 200 a month for unmarried. The child allowance is SKr 120 per month. A single person normally receives a total of about SKr 800—900 per month, while a family with two children receives about SKr 1,200—1,500 per month. A ceiling has been placed on training allowances so that the sum of the basic allowance, the rent subsidy in one's own home town and all children's allowances may not exceed SKr 1,700 a month. All these allowances are tax-free. Any income during the period of training, including spouse's income, will lower the training allowance according to certain rules.

A special Committee on Financial Aid to Adult Students (*SVUX*) is presently investigating the question of establishing a system of financial aid especially suitable to the needs of adults. (For more on this, see page 42).

Trade Union Research on Adult Education

Report by LO: "Fackföreningsrörelsen och vuxenutbildningen" (The Trade Union Movement and Adult Education), LOVUX I

This report, prepared by LO's task force on adult education matters (*LOVUX*), was published in January 1969.

The main reason why the trade union movement has involved itself in adult education matters to the extent of publishing this report is that many union members have only limited schooling, i.e. they have attended only the old six-year (later seven-year) Swedish primary school.

Another major factor is the Government's large commitment to the field of education in recent decades. The Government has centered its efforts mainly on types of schools attended by children and teenagers, which has led to the creation of significant educational gaps between young people and adults. The following proposals of the LO task force are aimed at correcting these imbalances:

a) Adult education in its present forms has mainly benefited the young and relatively well-educated. We should therefore start a campaign of active recruitment of the educationally disadvantaged, based on personal contacts at their place of employment. The report proposes among other things that union study organizers should collaborate with the educational associations and others in launching information campaigns on adult education at places of employment.

Because of their working hours, many adult students will have great difficulty attending courses regularly. Shift workers are one example. One way of removing this obstacle might be to allow the person to carry on his studies during certain working hours, perhaps for two hours twice a week (see more on this on pages 36 and 46).

b) The report proposes establishment of adult education councils at municipal level, to serve as advisory agencies vis-à-vis the local school boards and other local organizers of adult education. Up to now, the local school boards have administered both the regular schools and the municipal adult schools. The proposed new councils would help co-ordinate the activities of various organizations working in the adult education field and plan their programs on a short-term and long-term basis. (For more on this, see also page 34.)

c) The report discusses the right of employees to be granted time off and leaves of absence in connection with adult education, with guaranteed job security and retention of fringe benefits. (For more on this, see page 36.)

d) Since the majority of those going through labor market training have limited schooling, the report recommends that general subjects be included in their training courses. (For more on this, see page 7.)

e) The report calls for introduction of Government subsidies to trade union study programs and improved Government subsidies to independent adult educational associations.

f) The report recommends increased funds for teacher training, research and development in methods of teaching adults, and better distribution of the results so that the expertise available within various adult education organizations can be properly used.

g) The report also proposes a number of additional measures, such as the introduction of incentive allowances for adults undertaking studies in their free time, and special study grants to the handicapped. The report also calls for whatever indirect subsidies to adult students may be necessary, for instance child care, free course materials and travel allowances.

The LO report was discussed at numerous conferences throughout Sweden. These conferences, in turn, helped bring about increased pressure on the Government and on Parliament. At local level, too, adult education matters began to receive much greater public attention than previously.

Report by LO: "Vuxenutbildning: Fakta — erfarenheter — förslag" (Adult Education: Facts — Experiences — Recommendations), LOVUX II

This report, published in 1971 and popularly known as LOVUX II, was a follow-up of the report which the same task force had published in 1969. This

second LOVUX report contained a review of measures undertaken by the Government and by Parliament in response to the recommendations contained in the first report. It also examines the latest trends in the recruitment of students to adult education programs.

The LO task force notes that some of the proposals contained in its 1969 report have now been adopted in whole or part by Parliament. For example, the Adult Education Bill of 1970 includes provisions for introducing Government subsidies for trade union study programs and has brought about considerable improvements in the regulations governing state subsidies to study circle programs. But the LO task force makes stronger demands in a number of fields, such as local informational activities, the study circle programs, direct-contact recruiting campaigns and the issue of time-off for study purposes.

The LOVUX II report notes that the so-called adult education councils on the municipal level have rapidly expanded their local informational activities. The report points out that these councils work well in certain municipalities and have performed an extremely valuable service for the adult education system. In other municipalities, however, these councils have led a rather languishing existence.

In order to strengthen the councils the report suggests a number of reforms. The councils should take an active part in formulating educational policy, and their main function must be to remove obstacles that prevent adults with little or inadequate schooling from taking advantage of the available study opportunities. Each council should therefore include representatives appointed from among the popularly elected members of the local school board. The chairman of the school board should preferably be a member of the adult education council. The LOVUX II report considers it self-evident that the adult educational associations and the trade union movement should be represented in each council, the trade union movement because a larger number of those people in Sweden who are educationally most disadvantaged can be found among the members of LO unions than within any other single organization. Others who should be considered as members of the adult education council are representatives of the local Employment Service and the public library. The headmaster and other representatives of the municipal adult school should participate in the work of the adult education council by preparing recommendations and sitting in as advisory council members when necessary.

A permanent information center should be established in each municipality, and adults should be able to contact this center by telephone or by personal visit in order to obtain information on suitable adult education programs. "The information center should obviously not limit its activities to the municipal adult school alone. It should also be able to provide information and guidance

on all forms of adult education: the study circles run by the educational associations, the courses available at folk high schools, labor market training, the municipal and national adult schools and post-secondary educational opportunities.

"The information center must be guaranteed direct and continuous contact with the adult education council. Its managerial personnel should take part in the meetings of the council, and the council should be entrusted to work out recommendations for the activities of the information center and to supervise its work continuously. An information center of this type should be able to function as the administrative arm of the adult education council, charged with implementing its policies."

As the Minister stated in the Adult Education Bill of 1971: "Many municipalities have already established adult education councils, a trend which I noted with satisfaction in Government Bill 1970:35. But developments connected with the establishment of adult education councils have been uneven. I consider it very important for the municipalities to establish such councils. In order that greater uniformity may be achieved regarding the activities of the adult education councils, I intend to recommend to the King in Council in another connection that the National Board of Education call a conference of representatives of the Swedish Association of Local Authorities, all affected public agencies, and other organizations interested in this question. Such a conference may well result in a recommendation on the duties and activities of the councils. On the other hand, because of the differences in local conditions prevailing in various municipalities, I do not consider it proper to propose a law requiring all municipalities to establish adult education councils."

The suggested conference on adult education councils was organized by the National Board of Education and took place on 8 March 1972. The conference was devoted to discussing the composition, working methods and financing of the local councils. The conference helped encourage those present to continue their attempts to improve collaboration between the various organizations that work within adult education.

The task force notes that Government subsidies to study circles were improved as a result of Parliamentary action in 1970, but it does not regard this action as a definitive solution. According to the LO group, the study circle subsidy has always had — and still has — the disadvantage of being fixed at certain maximum amounts which are not protected against inflation. The LO report recommends that the subsidy be designed in a way that it can be continuously adjusted to changes in the cost of living, without Parliamentary approval being necessary.

The report also proposes that the so-called high-priority study circles (see

pages 10 and 26) be expanded to include additional subjects from the curriculum of the compulsory school, as well as from the secondary school.

The report stresses the need to continue and expand personal-contact recruitment campaigns. It points to a number of areas where more work is needed. One example is the following: "Additional research should be done to determine the extent to which individual psychological obstacles such as general insecurity, doubts about one's own ability to study and so on, which exist before a person begins participating in adult education, continue to be obstacles after a period of study has provided him with opportunities to test his actual ability."

The report proposes that the current FÖVUX project (see also pages 45—47) be given sufficient funding to be greatly expanded. It adds: "There are strong economic arguments for this. It is important in designing future financial aid measures for adult students that we allow different systems to be tested so that we know what effects they have on enrollments in adult education programs."

The LO task force points out that it is particularly important for employees to be guaranteed the right to time-off for studies, even studies of a non-vocational nature. To begin with, an attempt should be made to arrive at a labor-management agreement on time-off for studies.

In addition to rules governing the right to time-off, the task force urges introduction of rules guaranteeing that those who have begun their studies or are about to do so are not subjected to changes in their working schedules that make it difficult for them to pursue their studies.

Negotiations are currently underway between LO—TCO on the labor side and the Swedish Employers' Confederation, on the management side, to arrive at a solution to the time-off problem.

Government Research on Adult Education

Commission on Vocational Education (YB)

In its report entitled "*Yrkesteknisk högskoleutbildning*", *SOU 1970:8*, the Commission on Vocational Education recommends the establishment of vocational-technical courses at university level. These courses should provide strictly practical vocational training and should give those who chose a vocational course in secondary school a genuine opportunity for further education.

The report has been submitted to all interested public agencies and private organizations for their comments. In addition, the King in Council presented supplementary instructions to the 1968 Educational Commission (U 68) on 8 July 1971, according to which U 68 is to study the need for university-level courses of the type proposed by the Commission on Vocational Education. The new instructions further state that practical experiments are to precede any final decisions on the structure of new courses. In making suggestions for such experiments, U 68 is to give greater priority to fields in which no comparable educational opportunities are currently available. Such proposed experiments are to concentrate primarily on creating courses aimed at industrial occupations, especially within the engineering industry.

After receiving these new instructions, U 68 immediately began planning an experimental project. Six or seven locations will be used, and in each location there will be one or two different types of courses. At the moment, U 68 is working with courses aimed at the food processing industry, the paper and pulp industry, the forest industry, the engineering industry, the iron foundry industry and the garment industry. The project will begin operations during 1973 at the earliest.

The work of the Commission on Vocational Education has now been completed. (As for U 68, see also pp. 40—41.)

Commission on Entrance Requirements for Higher Education (KU)

This commission was appointed in October 1965 with instructions to examine the relative qualifications of secondary school graduates in various fields of specialization for entrance to higher studies. The Commission has published a number of reports, among them recommendations for certain temporary measures and for experimental projects. One of its most significant proposals was the one regarding admission of adults with working experience into the higher education system. As an experiment, people 25 years or older with at least five years of working experience or the equivalent have been made eligible to begin studies in certain fields at the philosophical faculties of the universities. During the period Fall Term 1969 — Spring Term 1971, about 4,700 students were enrolled in this program.

In June 1970, the Commission presented its main report, entitled "*Vägar till högre utbildning*", *SOU 1970:21*, (Paths to Higher Education). Among other things it recommends that all secondary education at least two years in length should qualify a student for admission to higher education. This implies that all specialized courses in the new comprehensive secondary school may lead to higher studies, except that certain specific prerequisites are required for admission to specific courses. A prerequisite for entrance to all university-level courses is a knowledge of English equivalent to two years in secondary school. The Commission also proposes that its previous experiment of allowing those over 25 with five years of work experience to enter certain university-level programs should be extended to allow entrance into all forms of higher education.

During its spring session in 1972, Parliament approved a Government bill on qualifications of secondary school graduates for entrance to higher education (1972:84), based largely on the Commission's main report. This Act provides new ways for adults to qualify for admissions to university-level studies. Many adults have long practical and professional experience which has provided them with a good general background for the pursuit of specialized studies. For this reason, the Act does not regard it as reasonable to demand that adult students repeat subjects designed only to provide a general framework of knowledge.

Folk high school courses that provide the same knowledge of Swedish and English as the regular secondary school system will henceforth fulfill admissions requirements for higher education. The same is true of study programs run by trade unions and companies. A decision will be made in each individual case as to whether a given study program can be regarded as equivalent to secondary school. Adult students with a reading knowledge of English can be granted a waiver from other language requirements.

The Act expands the experimental project allowing broader recruitment to

higher education. Those who are 25 years old and have at least five years of working experience are now entitled to complete an undergraduate degree in the subjects included in the experiment. Previously, they have only been allowed to complete about half the courses necessary to earn a degree.

The Act also establishes an experimental orientation program for adult students about to enter university-level studies. The program will be operated by the municipal adult schools. On the basis of experience gained in this experiment, it will be decided later whether participation in a course of this type should be made a requirement for adults entering higher education.

The Act also makes it clear that continued planning and research is necessary on certain matters. As a result, a new commission was recently appointed, whose main task will be to work out recommendations regarding the special admissions requirements in certain fields of higher study. Another important matter on which the new commission will make final recommendations is that of rules for selecting candidates for higher education. A Government bill on this topic can be expected at the 1975 session of Parliament.

Committee for Television and Radio in Education (TRU)

This committee was appointed in February 1967. It was assigned the task of carrying out experimental projects using radio and television within certain sectors of the educational system. Part of this experimental work included directing the planning and production of broadcasts. The project was to include production of both taped material for duplication and distribution and broadcasts for home viewing. The educational sectors included would be the various courses in the secondary school, university-level engineering studies in connection with the production of "TV classes" for the department of technology at the university of Linköping, social science courses at the universities, and adult education in general. Later decisions by the King in Council have expanded the field of experimentation to include also the use of television in medical education and the production of pre-school programs on radio and television. Finally, on the basis of its experience, the Committee was asked to make recommendations for solving the various theoretical and administrative problems connected with increased use of radio and television in education.

In its first report, entitled "*Produktionsresurser för radio och TV i utbildningen*", *SOU 1971:36*, (Production Resources for Television and Radio in Education), published in March 1971, the TRU Committee recommended that its current activities be continued along more or less the same lines as before, but that the TRU program unit and the Government-financed part of the educational program unit at the Swedish Broadcasting Corporation be combined into a single independent program unit. The Committee intended to present a second

report at a later date, including a more thorough discussion of the pedagogical and administrative experience gained from its experimental projects.

After the first TRU Committee report had been discussed by all interested parties, the Government decided not to make any changes in the structure of the Government-subsidized educational program unit at the Swedish Broadcasting or in the program production unit of the TRU Committee. The reason was that the results of a number of commission studies presently under way would have to be taken into consideration in reaching any final decision on these organizational matters.

On 30 December 1971, the TRU Committee was assigned the task of completing its investigative work by carrying out an evaluation of its broadcasting work to date. A new committee was appointed on the same date to take over the planning and directing of TRU's continued educational broadcasting activities. The new committee was instructed to concentrate its work mainly on adult education at all levels, including the types of work performed previously by TRU's task force on adult education. The new committee will obviously also help present final recommendations on how radio and television programs should be utilized in these fields.

1968 Educational Commission (U 68)

This commission was appointed in April 1968 with the task of working out recommendations on the size, structure and location of post-secondary educational facilities in Sweden during the seventies. Its instructions stressed the need to plan universities and professional colleges simultaneously with other post-secondary schools in order to achieve balanced growth that meets both the educational demands of the individual and the country's needs for educated manpower. U 68 has published some booklets presenting several viewpoints on various problems of central importance to its research efforts, for the purpose of stimulating public discussion of these problems. In one paper, entitled "*Högre utbildning — funktion och struktur*" (Higher Education — Function and Structure), the Commission discusses how, in the future, education obtained in one's youth and one's adult years may be regarded as integral parts of a continuous educational process. A systematic alternation of education and periods of work is perceived as one alternative to additional lengthening of compulsory schooling for large groups of young people. In the long run, recurrent education may have far-reaching consequences for secondary schools, universities, professional colleges and adult education.

U 68 has published four research reports: "*Universitetsstudier utan examen*", *SOU 1971:60*, (University Studies Without a Degree), "*Val av utbildning och*

yrke", *SOU 1971:61*, (Choice of Education and Occupation), "*Högre utbildning och arbetsmarknad*", *SOU 1971:62*, (Higher Education and Labor Market) and "*Högre utbildning — regional rekrytering och samhällsekonomiska kalkyler*", *SOU 1972:23*, (Higher Education — Regional Recruitment and Estimates of National Resources). U 68 is expected to present its final recommendations some time during the fiscal year 1972—73. It can be expected to recommend some expansion of the higher educational system, more uniform administrative practices and continued decentralization of decision-making.

Commission on the Social Adjustment of Immigrants (IU)

This commission, appointed in May 1968, is responsible for studying the problems encountered by immigrants and minority groups in Sweden and presenting a plan of public action in different fields to solve these problems.

At the beginning of 1970, some 365,000 out of a total Swedish population of more than 8 million were immigrants. Two-thirds of these immigrants came from the Nordic countries, the largest group being the Finns. The largest non-Nordic group comprised some 28,000 Yugoslavs and the next largest about 22,000 Germans. Altogether 77,000 immigrants came to Sweden in 1970.

The Commission believes that experience from the large wave of immigration to Sweden, particularly in the past two years, has indicated that present facilities for teaching adult immigrants the Swedish language and providing them with orientation on Swedish society are inadequate. The Commission's first report, published in June 1971 and entitled "*Invandrarutredningen 1, Invandrarernas utbildningssituation*", *SOU 1971:51*, (The Education Situation of Immigrants), is therefore devoted mainly to proposals for reforming these educational facilities for adult immigrants. The report recommends establishment of a new type of educational unit open to all immigrants 16 years or older. It should be called "basic education courses for immigrants" and be part of the general school system. The program should be non-compulsory and should include 240 hours of instruction aimed at providing immigrants with an introduction to everyday spoken Swedish and to daily life in Sweden. The report also recommends that the municipalities should be responsible for arranging this basic course and for assuring its quality. The Commission assumes that the central Government will pay the bulk of the costs of instruction by means of grants to the municipalities. It also recommends that companies with a least five employees be required by law to pay a full salary during the period of basic education to any immigrant in Sweden they hire after 1 January 1973.

In a later report, the Commission on the Social Adjustment of Immigrants intends to discuss measures to encourage voluntary cultural and religious

activities among certain minority groups. It will also discuss courses on minority languages and instruction using these same languages. Similarly, the Commission will publish a report on the situation of immigrants on the labor market. For this reason, matters related to vocational education were not included in its first report. The Commission is expected to complete its work some time during 1973.

Committee on Financial Aid to Adult Students (SVUX)

This committee was appointed in June 1968, and among its instructions were the following:

The time has come to examine the problem of long-term planning of financial aid for adult students. This task should be entrusted to experts.

The Committee should determine how well the present financial aid system has functioned in various respects. Among other matters, they should study how different systems affect recruitment of students and what expenditures are necessary for adult students.

In public discussions of this issue, different views have been aired as to how financial aid to adult students should be organized in the future. One proposal is that the present study funds system be used as the starting point for a uniform system encompassing all adult students. Among the objections raised to this idea is that it may be difficult to include labor market training in such a system without compromising its purpose. Another possibility would be to create a broader system involving a form of educational insurance. Such a system would justify special efforts to stimulate those with relatively little formal schooling.

The experts will have to examine these and other models of financial aid for adult students. Part of their task will be to determine what impact different systems might have. The present system of financial aid for younger students, i.e. the study assistance and study funds systems, may be affected to a greater or lesser extent. The experts should also try to estimate how many people will become full-time students if various financial aid systems are put into practice. Such estimates are difficult to make but are of obvious value in helping choose a system of financial aid to students.

The financial aid system adopted for adult education may well tend to impose its shape on the entire educational system. Thus, the relative numbers of younger students and adult students and of full-time and part-time students will be affected by the kind of measures adopted. Different systems must be evaluated with due consideration to such secondary effects.

Another fundamental task for the SVUX Committee of experts will be to make thorough estimates of the costs in national resources and Government funds given different target levels and types of systems. In doing so, the Com-

mittee should also examine the question of what forms financial aid to adult students should assume. It is free to look into other methods besides those used so far. (Government grants and repayable loans.)

The foregoing discussion has centered on the issue of financial aid to adult students who interrupt their working life in order to engage in full-time study. In the future it will also continue to be in the public interest for adults to engage in part-time study, for whatever reasons they see fit to do so. There is less production loss in connection with such part-time studies, and the educational system can be utilized more economically. By its legislative program during the 1960's, the Government has done much to stimulate part-time studies. The publicly owned educational system has been greatly expanded and now offers free educational opportunities to a large number of adults. Part-time students would not appear to be in great need of direct financial aid, provided they have gainful employment. On the other hand, there may be reason to consider certain indirect forms of financial aid such as providing free study materials. In certain situations, a part-time student may find it desirable to take a short leave of absence from his work in order to concentrate on his studies. According to existing rules, he can obtain a study loan from Government funds for this purpose. The experts should investigate whether this form of aid is adequate.

The SVUX Committee should aim at presenting a complete and detailed set of recommendations. Its task is none the less unusually complex, since it is very difficult to determine in advance how a certain system will work and what costs it will entail. It is therefore likely that the Committee will recommend an experiment project, which will help point the way to a final system. Among other things, such a project would provide data to help assess the relative importance of different components of a financial aid system. Using this model, the Committee could then recommend further trials within fixed financial limits.

In November 1971, SVUX published a report entitled "*Vuxna — Utbildning — Studiefinansiering*", *SOU 1971:80*, (Adults — Education — Financing of Studies). The report contains no recommendations by the Committee. It is instead intended as a means of stimulating public discussions. It deals with a number of problems related to the future structure of the adult education system, particularly in regard to financial aid to adult students.

In a decision taken on 25 February 1972, the King in Council presented a set of supplementary instructions to the SVUX Committee, among them the following: The Committee is being asked to investigate how the different types of Government-subsidized adult education should supplement and complement each other. In addition, it will be necessary to establish priorities among various measures with regard to administrative and financial aid considerations. The

new instructions also point out that it may become necessary to bring about shifts of emphasis within a given total educational program.

SVUX will also examine what new commitments an expansion of personal-contact recruitment activities will bring about, taking into account the results of the experimental projects undertaken by the FÖVUX Committee. SVUX will also examine the ideas advanced by such groups as the LO task force on adult education, to the effect that special efforts should be made to help those relatively young adults who did not have access to the new nine-year compulsory school due to its phased introduction in different parts of the country. SVUX should also attempt to assess the proper balance between full-time, part-time and leisure-time studies. Its conclusions can help bring about a re-examination of the Government subsidies to different forms of adult education.

These new Government instructions to SVUX point out that the individual is offered a broad spectrum of educational opportunities, which are tailored to different needs. Yet despite the many types of education available, a person may find it difficult to obtain information on these forms of study. Local and regional co-ordination of educational programs may therefore be necessary. According to its new instructions, SVUX should undertake further research on how such co-ordination may best be achieved. The role of the local adult education councils (see also pp. 33—34) should receive particular attention in this regard. In carrying out its task, SVUX should also consult with the FÖVUX Committee.

1969 Broadcasting Commission (RUT 69)

This commission, appointed in June 1969, was instructed to investigate certain matters related to broadcasting. In the field of education, the RUT 69 Commission is entrusted with investigating the need for additional broadcasting time within various fields of study. In making these assessments, both radio and television time should be taken into consideration.

The investigative tasks of the TRU Committee and the RUT 69 Commission partly overlap each other. One basic difference, however, is that the jurisdiction of the TRU Committee includes use of radio and television regardless of whether the programs are distributed in the form of tapes, direct broadcasts or otherwise, while RUT 69 is exclusively concerned with making recommendations regarding the actual broadcasting of educational programs over the airways.

In its official commentary on the report of the TRU Committee, the RUT 69 Commission made certain preliminary, approximate estimates of the need for educational broadcasts. These estimates would indicate that RUT 69, in assessing the need for educational programs, can be expected to recommend giving

greater priority to adult education in the form of courses that each person can follow individually.

An educational program intended to reach a large home audience must, to begin with, be broadcast during a suitable time slot, when most people also have their leisure hours. Adult education programs have to compete with other types of radio and television broadcasting to a much greater extent than do educational broadcasts for children, which generally take place during school hours. According to the RUT 69 Commission, each adult education program must normally be broadcast three times: in the evening, on weekends and during the daytime. In this way, people with different working hours and habits have an opportunity to watch or listen to at least one of the three broadcasts.

Committee on Methods Testing in Adult Education (FÖVUX)

The FÖVUX Committee was appointed in January 1970 as a result of recommendations by the Confederation of Trade Unions and the Workers' Educational Association that experimental projects be initiated within adult education. Among the Committee's instructions were the following.

One of the most important issues in future reform work in adult education will be how to develop suitable methods of direct-contact recruitment aimed at those who are educationally most disadvantaged. To reach these people, different kinds of experiments should be tried. The Committee was directed to start an experimental project to help determine what factors are responsible for preventing people with short or inadequate schooling from taking advantage of existing opportunities for adult education. At the same time, the Committee was asked to test different methods that might help remove whatever obstacles to study are experienced by such people. The Committee would arrange study circles for people who had not previously tried to compensate their educational deficiencies through studies in the public education system, the educational associations or the like. To the extent that educational programs were available on radio and television, these were to be used if possible. The Committee was to employ special methods for recruiting participants. They would test different types of financial assistance to adult students to see what effects they had on recruitment to the project. Experts would be appointed to direct the experimental project and evaluate its results. Special funds would be allocated for the project.

This development project in adult education was to be designed in such a way that the effects of various measures could be observed and evaluated. Administrative and methodological planning was to be done in collaboration with the appropriate public agencies, and the Committee was also expected to collaborate with the Committee on Financial Aid to Adult Students.

In March 1972, the FÖVUX Committee presented its first report, entitled "*Uppsökande verksamhet för cirkelstudier inom vuxenutbildningen*", *SOU 1972:19*, (Direct-Contact Recruitment Campaigns for Study Circles in Adult Education).

The report describes the work of the Committee during the first year of the experimental project, 1970—71. During that year, trade union study organizers personally contacted employees of factories and nursing and medical institutions at their workplaces. The organizers tried to enroll them in courses in Swedish, English, mathematics or social studies. The establishments where these people worked represented working environments of different types (heavy industry with shift work, workplaces dominated by female employees and workplaces located in thinly populated areas). The people contacted generally had six or seven years of primary school as their only educational background. They were allowed not only to choose what subjects they wanted to study, but also under what conditions. They could choose studies divided between working hours and spare time, or spare-time studies with a SKr 300 incentive allowance (coupled with a 70% attendance requirement) or spare-time studies with no allowance and no attendance requirements. The courses and study materials were free. Additional financial assistance was payable in the form of compensation for extra travel expenses, meals and child care. Twelve study circles were formed in each test community, one for each subject and enrollment condition.

Of the 3,962 people contacted by the recruitment campaign, 2,074 or 52% decided to take part in the study circles. Of those who took part, the largest group (41%) wished to study English, while 29% chose mathematics, 20% chose Swedish and only 12% were interested in social studies. Most of the students preferred the enrollment conditions that included a study incentive payment, while 30% said they would like to study partly during working hours. Only 9% preferred to go without the study allowance, usually because they did not want to feel bound by attendance requirements or other obligations.

The FÖVUX report also noted that 83% of the participants had never gone beyond primary school, and 64% reported that they had not pursued any kind of studies after having finished their compulsory schooling. Although most participants were unaccustomed to studying, 76% of them planned to continue their studies after the first year of study circle work.

During the second year of the experimental project, 1971—72, the recruitment efforts in certain communities were aimed at those who had previously declined to participate in the FÖVUX project. In the same communities, those who had taken part during the first year were offered an opportunity to continue their studies. The recruitment campaign was now also aimed at industrial and hospital employees with three or four shifts or complicated schedules.

Special arrangements in the form of different course opportunities and variations of course structure were tested for these employees. Finally, a number of housewives and employees from sheltered workshops for the physically and socially handicapped took part. The subjects studied and the enrollment conditions were the same as during the first year.

The Committee is continuing with its experimental projects in adult education during the fiscal year 1972—73. The entire project is now located in the county of Östergötland about 100 miles south of Stockholm. It includes employees with irregular working hours, housewives and three categories of handicapped people: visually handicapped, hard of hearing and people with limited mobility.

Commission on Labor Market Training

A commission was set up in September 1972 to review labor market training. Its terms of reference pointed to the good results of this training, which at the same time as it prepares people for new occupations has become an increasingly important means of easing the process of entry into the labor market for people who have previously been without work or only sporadically employed. Labor market training has made it possible for a large number of physically or mentally handicapped people to find a place for themselves in working life. Of those who completed their vocational labor market training during 1970 and for whom data are available, 73% obtained employment within the occupational sector concerned in less than three months.

The Commission's terms of reference also point to problems of demarcation vis-à-vis other aspects of adult education. It is emphasized that labor market training in future will continue to be guided by considerations of labor market policy in that it will be offered to those who are unemployed or liable to become so. It is made clear that, in individual cases there can be cause to interpret "risk of unemployment" in such a way that the question of labor market training can also arise in the case of people who for many years have had mentally or physically strenuous occupations, even though they do not run any acute risk of unemployment.

The Commission is also to assess the part which labor market training can and should play as an instrument of distribution policy, i.e. in improving the employment and income situations of people with low incomes and an uncertain footing in the labor market. Special attention is to be paid to training for occupations affected by a shortage of labor. It will also be the task of the Commission to investigate the possibility of broadening the scope of training during temporary unemployment.

The Commission is also to assess forms of training. The possibility of hiring educational capacity, e.g. within firms, should also be investigated.

Appendix 1

Government Expenditures on Adult Education.

(In million SKr).

	Fiscal years			
	1969—70	1970—71	1971—72	1972—73
1. Labor market training	485.0	550.0	691.0	779.5 ¹
2. Trade union study programs		2.5	5.0	7.5
3. Educational associations (educational research and development, administrative costs)	6.9	8.4	8.9	9.4
4. Study circles	60.0	98.0	130.0	165.0
5. Folk high schools	64.3	76.8	111.0	126.0
6. Municipal adult schools	83.3	98.0	130.0	165.0
7. National adult schools	8.2	10.2	9.6	7.0
8. TRU courses	14.5	10.6	42.7	43.2 ²
	722.2	854.5	1,128.2	1,302.6

¹ of which SKr 50 million goes to industrial relocation training and SKr 41 million to Swedish for immigrants.

² of which about SKr 18 million goes to adult education and about SKr 25 million to production work at the Swedish Broadcasting Corporation's education unit, mainly for regular programs.

Appendix 2

Estimated Number of Participants in Different Types of Government-subsidized Adult Education.¹

	Period	Parti- cipants
1. Labor market training	1972—73	120,000
2. Study circles	1970—71	2,000,000
3. Folk high schools	1970	
Winter courses		14,300
Short specialized courses		17,000
4. National adult schools	1972—73	
Alternating instruction		2,500
Correspondence instruction		2,500
5. Municipal adult schools	1971—72	
Upper level of compulsory school		38,000
Secondary school		120,000
6. Radio and television courses	Autumn 1970	See page 17
7. Trade union study programs on the national level (courses of one week of more)		
LO	1971	10,500
TCO	1970—71	1,400

¹ Because there are no statistical data for certain years on numbers of participants in Government-subsidized adult education, the figures are for different calendar years and fiscal years.

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(These fact sheets are available free of charge at the Swedish Institute, address on back cover.)

Some Institutions and Authorities Mentioned in This Booklet

School Authorities

Ministry of Education — *Utbildningsdepartementet*

National Board of Education — *Skolöverstyrelsen (SÖ)*

Office of the Chancellor of the Swedish Universities — *Universitetskansler-
ämbetet (UKÄ)*

Labor Market Organizations

Ministry of Labor and Housing — *Inrikesdepartementet*

National Labor Market Board — *Arbetsmarknadsstyrelsen (AMS)*

Swedish Employers' Confederation — *Svenska Arbetsgivareföreningen (SAF)*

Swedish Confederation of Trade Unions — *Landsorganisationen (LO)*

Swedish Central Organization of Salaried Employees — *Tjänstemännens cen-
tralorganisation (TCO)*

Swedish Confederation of Professional Associations — *Sveriges akademikers
centralorganisation (SACO)*

National Federation of Government Officers — *Statstjänstemännens Riksför-
bund (SR)*

Central Organization of Swedish Workers — *Sveriges arbetares centralorgani-
sation (SAC)*

Swedish Factory Workers Union — *Svenska Fabriksarbetareförbundet*

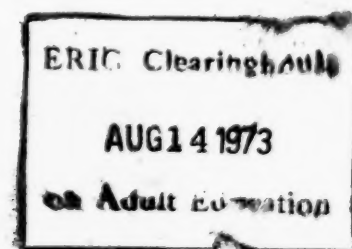
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